
Setting the Blocks:

Assessing Student Information Literacy Readiness

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Today's objectives:

- Reflect on student-centered practices in information literacy (IL) instruction
- Examine an instruction session based on assessing incoming student IL skills
- Discuss future opportunities using student-centered teaching and assessment

What is student-centered teaching?

Think/Pair/Share

- Take a moment to define what “student-centered teaching” means to you in IL instruction
- Turn to a neighbor and compare responses
- Groups share out!

Assessment Origins: Flipping the classroom



Image Courtesy of Auraria Library



Example Session Setting



Image Courtesy of McKendree University

- **McKendree University**
- ~2000 residential undergraduates, ~1000 graduate, doctoral, worldwide students

Assessment Initiative



Image courtesy of pxhere

- Partnered with English composition faculty
- Assessed incoming students' information literacy readiness
- Targeted fall 2017 English Composition courses

ACRL Framework for Information Literacy

The screenshot displays the ACRL website's navigation and content for the Framework for Information Literacy for Higher Education. At the top, the ACRL logo is accompanied by the tagline "Advancing learning. Transforming scholarship." and the text "Association of College & Research Libraries" and "A DIVISION OF THE AMERICAN LIBRARY ASSOCIATION". A navigation menu includes links for "My Account", "ALA", "Contact ACRL", "Give ACRL", "Join ACRL", "Renew", and "Login". A search bar with the placeholder "Custom Search" is also present. Below the navigation, a secondary menu lists "About ACRL", "Advocacy & Issues", "Awards & Scholarships", "Conferences & eLearning", "Guidelines, Standards, and Frameworks" (which is highlighted), "Member Center", "Professional Tools", and "Publications & Statistics". The main content area features a breadcrumb trail: "ALA > ACRL > Guidelines, Standards, and Frameworks > Framework for Information Literacy for Higher Education". A "ACRL SITES" button is located in the top right of the main content area. On the left, a sidebar titled "Guidelines, Standards, and Frameworks" offers navigation options: "Alphabetical List" and "Listing by Topic". Under "Listing by Topic", there are several categories with radio buttons, including "Access", "Education, Personnel, and Academic Status", "Information Literacy and Instruction", "Characteristics of Programs of Information Literacy that Illustrate Best Practices: A Guideline", and "Framework for Information Literacy for Higher Education" (which is selected). Below these are links for "Appendices" and "Guidelines for Instruction Programs in Academic Libraries". The main content area includes a title "Framework for Information Literacy for Higher Education" and a large red banner with the text "Framework for Information Literacy for Higher Education" and a graphic of arrows. Below the banner, it states: "Filed by the ACRL Board on February 2, 2015. Adopted by the ACRL Board, January 11, 2016." There is a Creative Commons license icon (CC BY-NC-SA) and the text: "This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License." A link for "PDF Version" is provided. At the bottom, a note reads: "Print copies may be purchased from the Association of College and Research Libraries for \$15.00 for a package of 10, including standard postage. Expedited shipping is available for an additional charge. Orders (along with check made payable to Association of College and Research Libraries) should be sent to:"

‘Authority Is Constructed and Contextual’

&

‘Scholarship as Conversation’

Instruction Session Roadmap

- 50 minute one-shot session
- Pairs/Small groups complete module
- Large group follow-up discussion

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English 111, incoming new student population

Topic: Setting the Blocks: Assessing Students' Information Literacy Readiness

Objectives:

- Students will demonstrate prior knowledge of information literacy exposure through source analysis and comparison.
- Students will explore the concepts of authority and scholarship through small and large group discussion and brainstorming.

Materials:

- Projector/Computer station with internet access
- Computer lab/Stations for student pairs or small groups to complete module
- Whiteboard and markers (for any notetaking during group discussion)

Activities:

(5 minutes) Opening

- Librarian and professor introductions, followed by a brief discussion giving an overview of the instructional session's goals and student objectives.

(30 minutes) Online Article Analysis Module http://bit.ly/McK_Carli

- Preface the activity by explaining to students that the library and English composition faculty want to better understand what skills students bring with them to college. Demonstrate how to open the articles in a new tab while filling out the google form alongside. Remind students to use their prior knowledge and not knowing is okay! Students work together in pairs or small groups to analyze two different articles and complete the google form. (Circulate to

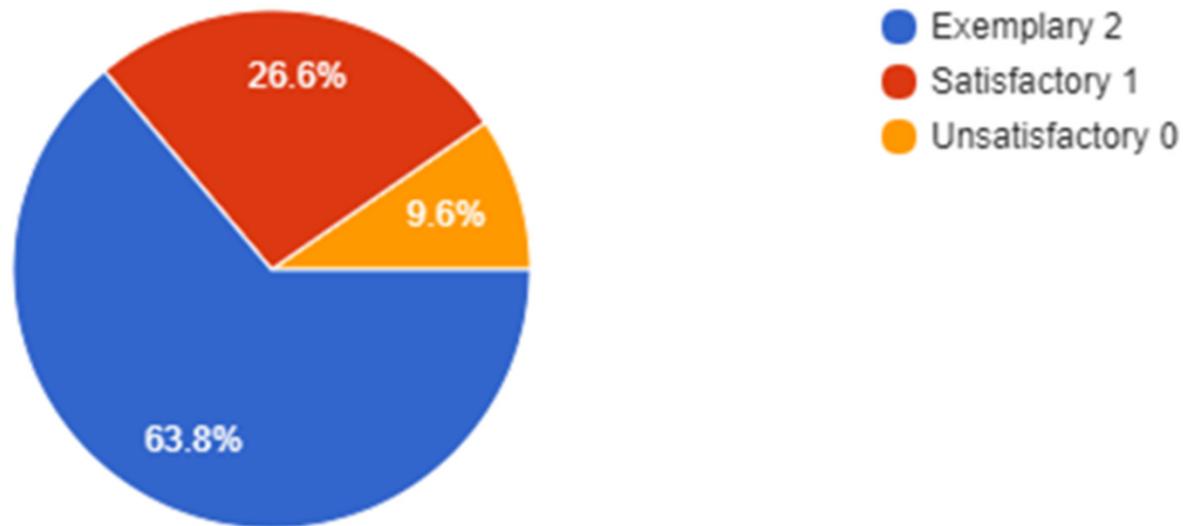
http://bit.ly/McK_CarliPlan

Sample Session Participants

- Eleven English 111 IL sessions
- One English 112 Honors course (primarily first-year students)
- 182 total students
 - 94 total responses from pairs/small groups

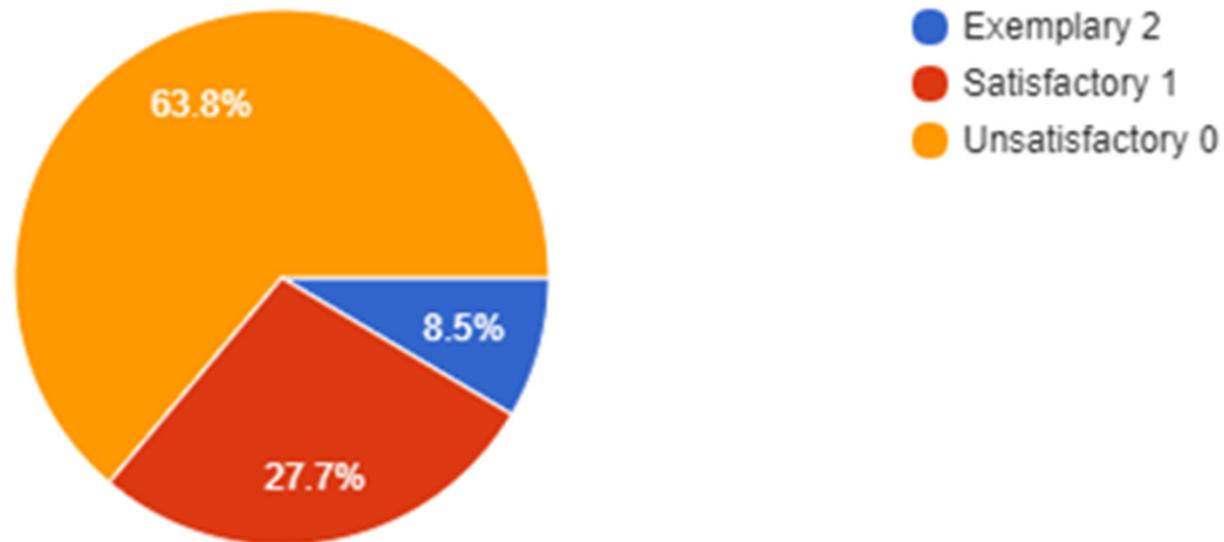
Sample Findings: Strength

Title & Publication Source (Rubric items 1 and 3):



Sample Findings: Opportunity

Writing Style (Rubric item 7):





Pros and Cons

- + Free*
- + Fairly intuitive
- + Pleasing interface/themes
- Minimal analytical functions
- Personal vs. professional accounts
- Technology-reliant

Sample Session: Next Steps

- Shared results in spring ENG 112 library instruction sessions
- Gather Fall 2018 student data
- Inform future academic writing coursework



Image courtesy of Pixabay

Future Directions and Opportunities

Discuss:

- How might assessment play a role in your IL instruction?
 - Does it match our idea of student-centered teaching?
- Potential obstacles?

References

Fisher, Z. & Seeber, K. (2017). Finding foundations: A model for information literacy assessment of first-year students. *In the Library with the Lead Pipe*, 1. Retrieved from <http://www.inthelibrarywiththeleadpipe.org/2017/finding-foundations-a-model-for-information-literacy-assessment-of-first-year-students/>

Questions?

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Links for sharing:

- Lesson Plan
http://bit.ly/McK_CarliPlan
- Assessment Module
http://bit.ly/McK_Carli
- Rubric
http://bit.ly/McK_CarliRubric